Evolution of an idea
Linfield stable in challenging times

I am writing in the afterglow of our 2008 Homecoming celebration. It was a spectacular weekend, with perfect weather, an exciting football victory and a record alumni turnout.

We saw people everywhere – at Alumni Council events, fraternity reunions, football tailgating parties, lectures and panels, athletic competitions, music concerts, and local restaurants and wine bars. The Class of 1958 celebrated its initiation into the “50-Year Club,” and parents of new freshmen pulled me aside to say that their children absolutely love Linfield College. In a panel discussion entitled “It’s Our Linfield,” one college senior asserted that she associates the college with the words “family” and “love.” Certainly it felt like a family reunion, filled with smiles and hugs and stories of growing up, falling in love and entering the world.

But every so often, a loyal alumnus would nervously whisper a private question to me: “How are we doing? Will the economic turmoil undermine the college?” Usually the tone reminded me of an alarmed uncle or parent, wanting to do everything possible to keep his child strong. At the reunion of the class of 1978, however, the tone was livelier – and funnier – as our 30-year alumni reminisced about a much shakier time in Linfield’s history.

I am pleased to report that today our college is in very good shape. We have had balanced budgets for many years, and 2007-08 was no exception. Now on campus are the three largest classes in Linfield’s history (the classes of 2009, 2011 and 2012). Because we do not have a large endowment, we do not rely on investment income for most of our operating expenses. Thus our budget is largely unaffected by the declines in the stock market. Of course we would prefer to have a larger endowment – nothing is more important for the long-term future of the college – but Linfield can deal with the current turmoil in the stock market.

We have also managed our financial affairs carefully. Like other colleges, we have issued bonds in order to build residence halls. But unlike many colleges, our bonds are fixed at prearranged rates. While variable rate bonds have risen as much as 600 percent in the last month, Linfield’s interest rates are fixed at levels similar to (or lower than) fixed rate home mortgages. This may be more detail than you want to know. But I cite these facts in order to explain why I am confident that we will weather the financial storm. In fact, my primary concern is this: that the families of prospective students, worrying about the nation’s economy, will fail even to consider a Linfield education for their children. Thanks in part to contributions from alumni and other friends, we provide a great deal of financial aid to Linfield students. Many of them have told me that because of our scholarships, Linfield is actually more affordable than a state-supported school. But high school seniors may not know this.

Thus I now ask for your help. If you know young people who are planning to go to college, encourage them to consider Linfield. Everyone who was here for Homecoming weekend can attest that Linfield is thriving, that we have a wonderful faculty and campus, and that our sense of community is deep and profound. More than ever this is a great place to learn and to grow. And thanks to you – our loyal friends and alumni – Linfield will be even better in the future.

— Thomas L. Hellie
President
Students gear up for election

Linfield students and faculty launched a collaborative non-partisan effort to register, educate and mobilize students to vote this fall. Members of the Linfield College Democrats and Linfield College Republicans worked together to organize voter registration drives and host Linfield Debate Watch 2008, which included viewings of the presidential and vice presidential debates followed by discussions facilitated by faculty members from the departments of political science and mass communication.

We asked four students why they think this election is important, who they support and why.

Jake Masin ’11, business major and president of the Linfield College Democrats
I support Obama-Biden. It isn’t often that we get an active role in determining our future. The fate of this election will determine so much for us. I support the person who not only leads, but also proves that they know what the American public needs now and is willing to work towards the future.

Ashlee Carter ’10, business major
This election is incredibly important because of the issues facing our country including the economy, terrorism and taxation, issues that will affect my generation after we leave college. We need someone with a lot of experience to deal with these problems in positive and smart ways; that’s why I support McCain and Palin.

Josh Planton ’09, political science and finance major and president of the Linfield College Republicans
The election is important because whoever is elected president has the potential to affect Americans socially, economically and politically long-term. This is why I am voting for John McCain. His record and experience in government leads me to believe that his decisions will produce the best overall long-term effects for Americans.

Megan Wills ’09, mass communication major
I support Barack Obama. Obama is young and he understands what the younger generation is looking for. I believe Biden’s experience is beneficial for the country. Together, Obama and Biden are a good balance. This election will bring either an African American president or the first female vice president and that is a huge accomplishment for America.

Heard around the Linfield campus

David Oliver Relin, co-author of the bestseller Three Cups of Tea: One Man’s Mission to Promote Peace...
One School at a Time, told of his work with Greg Mortenson, whose life-long mission is to educate the children of Pakistan.

On Greg Mortenson: “Here’s someone really fighting (terrorism) the only effective way it can be fought. Not by fighting the symptoms of the disease of terrorism, but by fighting the root causes of terrorism and by that I mean poverty and ignorance. Greg was going to work every day, building schools for girls in Taliban areas. I could think of nothing that is doing more good than that. It’s making a stronger argument that Americans want to extend hope and opportunity and we are not their enemy.”

Linfield expands its nursing enrollment

Renovated and expanded facilities and a new scholarship program will help the Linfield-Good Samaritan School of Nursing educate more nurses to meet a growing national demand.

A $1.2 million renovation at the school, located on the campus of Legacy-Good Samaritan Hospital in Northwest Portland, is providing more classroom space to accommodate increased enrollments in Linfield’s nursing program. Two additional grants funded an expansion of the simulation laboratory and scholarships for populations currently underrepresented in the nursing field, including minorities and men.

In response to calls locally and nationally to increase nursing graduates, Linfield more than doubled its number of nursing graduates between 2001 and 2007, from 70 to 187 annually, according to Bonnie Saucier, dean of the Linfield-Good Samaritan School of Nursing.

The school redesigned the nursing curriculum; created an 18-month accelerated program that begins in the summer; began accepting only transfer students and students with prior bachelor’s degrees into the nursing program; and established an online RN to BSN program, designed for working registered nurses seeking to complete their bachelor’s degrees.

“The growth of our student body put a severe strain on spaces, faculty and resources,” Saucier said. “This renovation allows us to expand our facilities as well as bring them up to date technologically. We now have new teaching spaces that feature the latest in digital equipment as well as space that can serve many purposes including teaching, studying, meetings and extracurricular activities.”

Funding for the classroom renovations includes $200,000 from The Collins Foundation; $100,000 from the William G. Gilmore Foundation; $300,000 from the James F. and Marion L. Miller Foundation; $50,000 from the Ann and Bill Swindells Charitable Trust; and $25,000 from the Wessinger Foundation. The remaining costs were covered by the college. In addition to the renovation, the M.J. Murdock Charitable Trust recently awarded Linfield $148,000 to expand equipment and staff in the high-fidelity nursing simulation laboratory. The nursing simulation lab is critical to nursing education, providing students with realistic experiences in health crises without fear of making a critical mistake that could harm a patient.

Students from populations that are typically underrepresented in the nursing profession – such as men and people of color – will have more opportunities at Linfield as the result of a $120,000 grant from The Robert Wood Johnson Foundation. The funds will provide scholarships to 12 students from groups who are underrepresented in the field. The scholarships will be awarded to students who enroll in Linfield’s 18-month accelerated program, increasing that enrollment from the current 48 students to 60.

Linfield has become a leader in recruitment of minority students into nursing as a result of significant grants from the federal Health Resources and Services Administration (HRSA): Linfield has established a program of services and activities designed to recruit and retain students from underrepresented populations, particularly from the Hispanic community.

“These grants will help Linfield in its effort to increase nursing workforce diversity by providing scholarships that will enhance our ability to recruit and retain students from populations underrepresented in nursing,” Saucier said.

Ken Wraithmuir, director of learning support services, leads Linfield students in a class in one of the recently renovated classrooms featuring the latest in digital technology on the Portland Campus.
Andrew Sage ’08 is a born researcher. As a child he continually asked, “Why? How come? Who says?” “I was always doing my own thing,” said Sage, now a graduate student at Western Illinois University. “I don’t like to be told this is how it is. I want to know why it works and how it works.”

The Linfield College Psychology Department proved an ideal setting for his inquisitive mind. Asking question after question, he learned to investigate ideas, design experiments and evaluate evidence for himself. He joined the ranks of generations of Linfield students asking, “Why?”

Evolution of an idea

Asking questions

It happens every day at Linfield – students and faculty ask questions and wrangle with answers. Some puzzle at a whiteboard or peer into Petri dishes, while others plunge into discussion. Whatever the method, the outcome is the same: knowledge and ideas. But where do these ideas come from? What sparks that moment of clarity? When does curiosity take hold?

Just how do Linfield students learn?

It begins with a question. Asking questions and then answering them through research projects is one way stu-
Nurturing creativity

Encouraging creative thinking is crucial to the learning process. Gilden, like many Linfield faculty members, spends hours talking to students about their projects in the lab, the classroom or O’Riley’s coffee shop. Through repeated conversations, a student’s passion takes shape, Gilden said. “I almost never answer any questions,” he said. “I expect students to answer their own questions. It’s not about what I believe. It’s about them figuring out what they believe. It’s important that students own the entire project from inception to completion. Otherwise, it just becomes another assignment.”

Emmy Young ‘05 discussed her ideas in detail before extending a place preference research experiment she’d read about. She worked with rats to study the effects of cocaine and alcohol during her senior year. “Linfield’s small classes are set up to spark ideas and encourage creativity,” said Young, now a research assistant at Oregon Health and Science University along with Jennifer Malgrew ‘07 and Courtney (Worthington) Zerizef ‘08. “I would have gotten lost in the crowd at a large school.”

Questions become projects

Research ideas are kindled in a number of ways. Students may become interested in a topic from class, stumble across a question in their reading or discover an offshoot from faculty projects. Often, they recreate an experiment that has already been run, personalizing it with a different slant. “It is interesting to ask questions that others may have asked but in a different way,” said Gilden, who found his niche in psychology during graduate school when he rediscovered a question from his undergraduate years – how does that happen without us even knowing?”

“It is interesting to ask questions that others may have asked but in a different way,” said Gilden, who found his niche in psychology during graduate school when he rediscovered a question from his undergraduate years – how do people know things about themselves? “Why does your heart slow down when you’re interested in something and speed up if you’re repulsed? How does that happen without us even knowing?”

Six areas of study

Linfield students gain a broad perspective of the psychology field by taking introductory courses in six main areas.

Biopsychology – Study of the brain and behavior
Cognitive – Study of thinking, memory, problem solving, concept formation
Abnormal – Study of classification, causes and treatment of dysfunctional behavior
Developmental – Study of an individual from birth to death
Social – Study of individuals in social settings
Personality – Study of human personality

With a combined 41 years at Linfield, psychology professors Lee Bakner and Eugene Gilden have nurtured a research setting where students are encouraged to ask questions and pursue answers. “It’s a culmination of thinking and reading about something, in some cases for an entire semester or more,” he said.

In the Psychology Department, collaborative research has been a priority for decades, nurtured by emeriti faculty such as Jim Duke ‘58, who taught from 1968-98. Then department chair Adrian Tieleman hired Duke specifically to develop laboratory facilities and a research program. “Research is exciting,” Duke said. “You can talk all you want to, but there’s no substitute for hands-on work.”

Recent changes, such as an interactive curriculum that requires every psychology major to take a research class, bolster the emphasis even more. “There’s no substitute for hands-on work.”

The heart of the curriculum is a framework of classes designed to systematically focus students’ interests. Think of the curriculum as a pyramid. At its base, six introductory classes cover the core areas of psychology. Next, students refine their interests in seminars, where they develop a research proposal and frame a project. Finally, a senior capstone course sharpens their area of interest even further.

“Psychology is such a broad field,” Bakner said. “Although the areas seem disparate and separate, by the time they graduate, students see how it all ties together. It’s important to give this breadth of opportunities where students can find their niche.”

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As a Linfield student, Hollin Buck ’08 designed an experiment to study factors that contribute to addiction and the role stress plays in the retention of reward states produced by cocaine. She is now a graduate student at Binghamton University.
As a Linfield student, Carrie (Blomquist) Ericksen '03 collaborated with Gilden to study bias blindness, one aspect of Gilden’s research, after finding unanswered questions in reading.

“That was the catalyst,” said Ericksen, who wondered whether individuals benefit from feeling superior to others. (She found they do not.) Ericksen presented her Linfield results at local, regional and national conferences and said her research experience was instrumental in launching her graduate studies.

“My colleagues were very surprised by how many conferences I’d been exposed to as an undergraduate,” she added. Now pursuing a PhD in the applied social psychology program at Loyola University, Ericksen works as a study director at Calder Lafort, a market research and strategy development firm.

Whatever the field, the undergraduate research experience is essential as students apply to graduate school.

“It opens up a lot of doors,” Bakner said. He found an interest in biopsychology before he knew the field existed, after seeing the effects of his grandmother’s stroke.

“I saw how radically that injury changed her emotions, memory and language expression,” he said. As a sophomore at Shippensburg University in Pennsylvania, he took a physiological psychology class and realized, “This is exactly what I’m interested in, the mix of behavior and the careful science that informs where behaviors come from.”

Discovering knowledge

As questions become ideas, and ideas become research projects, students start to find answers. They detail their results in research papers, which ultimately are presented alongside those of graduate students and faculty professionals in the form of posters, articles and talks at local, regional and national conferences.

“They present their work to graduate students at national meetings,” Bakner said.

Students are creating knowledge. Rather than summarizing existing work, they add to the building of research that is already out there. And perhaps more importantly, Gilden said, students are strengthening the scientific community.

“We are training future scientists,” he said. “These are students who will go to graduate school and beyond and make very real contributions to the storehouse of human knowledge.”

And as they satisfy their own curiosities, students are part of a larger movement.

“Our hope is this data is contributing a small piece to the psychology community,” Sage said of his research on deception and lying. “This is just one small piece of the puzzle.”

– Laura Davis

Moments pinpoint students’ paths

Andrew Sage ’08 masterminded a series of thefts his senior year at Linfield.

Sage, now a graduate student at Western Illinois University, directed students to steal a cell phone and deceive an interviewer. The thefts were part of a collaborative research project on deception and lying he conducted with Kay Livesay, associate professor of psychology.

During the interviews, student volunteers were asked to incorporate four nonverbal cues into their responses—fidgeting, hand movements, leg movements and shifting eyes. If they could successfully mislead the interviewer about the theft, they earned $20.

“That got them motivated to lie,” said Sage with a smile. “We found that when we incorporated the lying cues, participants were twice as likely to think that a truthful statement was a lie.”

The research project was ideal for Sage, a member of the National Guard who hopes eventually to work for the CIA. “I learned that eye witness testimonies are highly inaccurate, though they are heavily relied upon by law officials,” he said.

Emily Young ’05 spent nearly every day of her senior year in the psychology rat lab – and her successful experiment made it all worthwhile.

After stumbling upon research about drug interactions, she wondered, “Why are cocaine and alcohol so commonly co-abused?” and decided to find out. She designed a research experiment with rats looking at the effects of these drugs when given alone and in combination.

“It was one of the coolest things I’d done at Linfield,” she said. “It actually worked. It was exciting to get results right away, especially as an undergraduate.”

As a research assistant at Oregon Health and Science University, Young is now conducting alcohol research with mice and plans to pursue a doctorate in behavioral neuroscience.

Brenda Gehrke ’99 remembers the semester that set her life’s path.

As a Linfield junior, Gehrke developed an interest in brain injury and jumped at the chance to take part in research with Lee Bakner, professor of psychology. At that time, she was one of the few students doing research at Linfield.

“It was one-on-one research and I took part in every step of the process,” said Gehrke, who went on to earn a Ph.D. in biopsychology from the University of Ken-
Michael Maguire ’09 wields a machete and hacks at the dense undergrowth, cutting away brush to get a clear look at the ground. “I never knew that dirt could be so interesting,” he says as he swings the machete. “I never knew that there could be so many interesting aspects to a forest.”

Maguire is hoping his painstaking search will yield a clue about the site of a camp where Chinese immigrants lived during the late 19th and early 20th centuries on Parrett Mountain near Newberg. He, along with four Linfield College students and adjunct professors of anthropology Cameron M. Smith and William Cornett, spent four weeks this summer searching for evidence of the camp’s location.

They ducked branches and crawled along the ground, brushing away the mat of pine and fir needles that covered the soil, searching for bits of glass, pottery, nails or other artifacts. The work can be grueling. Heat, rain, bugs and even a patch of poison oak didn’t stop these budding archaeologists from their search. Although they didn’t find China Camp’s exact location, they learned an enormous amount about a profession that excites them.

Pinpointing the site of the archaeology field school was one of the challenges facing the instructors and the team. Little has been written about the Chinese people who lived in Oregon, yet in the 1850s or 1860s, there were 7,000 Asians in the state. Crystal Dawn Smith Rilee, the last of the Parrett family to be born on the mountain, wrote of walking by China Camp on her way to school in the early 1900s and watching the people eat with chopsticks. However, changes in the landscape from logging and agriculture make the site difficult to locate.

Smith and Cornett, along with Linfield students, conducted some preliminary tests and surveys on the farm last fall, choosing the site for the field school based on what scant information they could gather.

“This is a learning experience for the students,” Cornett said. “Because this is an archaeology field school, we need to give the students the information and skills so they can become professionals. Students are learning how to use the compass to set up transects, how to plot sites, how to draw a floor map of an excavation unit and how to differentiate among soil types.”

Working in an 800-square-meter area and using compasses and markers, students learned how to divide the site into transects two meters wide by 30 meters long. Armed with machetes, compasses and notebooks, they learned how to clean the forest floor, describe the soil and map the type, age and location of the trees. Along the way they occasionally found a small artifact.

Both Cornett and Smith were puzzled that they didn’t find more artifacts buried in the hillside, with the exception of a broken piece of green glass that they speculate may have come from a jug. If they were in the correct location, they would have found bits of glass, pottery, perhaps some tin pans or fire-cracked rocks, Smith said.

Cameron M. Smith, adjunct professor of anthropology, and Tresa Cordero take a closer look at material from the forest floor during an archaeology field school at Parrett Mountain Farm near Newberg. Cordero, who traveled from Ashland to take the four-week course, and Craig Geffre ’11, far right, were surveying sections of an 800-square-meter site, searching for artifacts and evidence of a camp used by Chinese immigrants in the late 19th and early 20th century. Above right: Cameron M. Smith holds a small piece of glass, the only artifact that was found in the survey area.

Digging up history

Archaeology can tell the story of people who are not well known to the historical record,” Smith said. “It’s the story about common people who made up most of the population.”

The archaeology field school was held under the auspices of Linfield College, Portland State University and the Crystal Dawn Smith Rilee Foundation. Parrett Mountain Farm, a living history farm managed by the foundation, retains 418 of the original 650 acres settled by the Parrett family in 1853. Rilee, who died in 2006 at age 91, established the foundation to preserve her family’s property from development while giving people an appreciation of what drew early settlers to the area and how they survived. The foundation is developing a turn-of-the-century Oregon farm with exhibits, demonstrations, tours, agriculture, forestry and a museum. The archaeological field school and investigation is part of the efforts to assess the cultural resources of the land holdings.

William Cornett and Cameron M. Smith returned to Parrett Mountain this fall after the vegetation changed to survey the site. They will return next summer with more Linfield students to continue their search.

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Severson is learning as much about people as about cognitive psychology as I am.

“Learning there’s nothing here is just as important because we can rule this area out,” Smith said. “Archaeology identifies what people leave, and there’s little here.”

However, there is evidence that China Camp existed, even if the site wasn’t located this year. Two of the structures were moved in the 1950s to the site of the main farm and were used as a tool shed. Hatchet marks, indicating the logs were hand-hewn, are clearly visible.

“We have learned some things, and we now know some of the right questions to ask and what to look for,” Smith said. “We know that at least two of the structures were picked up and moved here physically, so we don’t need to find timbers or stumps of timbers.”

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Craig Geffre ’11 kneels at the edge of a two-foot by two-foot plot and with his trowel, scrapes about a quarter of an inch of soil from the surface. He dumps the dirt into a screen positioned over a wheelbarrow and Jade Severson ’11 will sift through, looking for bits of glass or other debris.

William Cornett, adjunct professor of anthropology, right, offers advice and instruction on the proper way to scrape dirt away from artifacts they found in the plot and how to carefully uncover items they have found. The archaeology field school is designed to give students the understanding and skills that are needed to work on other digs.

Craig Geffre ’11, center, scoops dirt into a screen that Jade Severson ’11 will sift through, looking for bits of glass or other debris. William Cornett, adjunct professor of anthropology, right, offers advice and instruction on the proper way to scrape dirt away from artifacts they found in the plot and how to carefully uncover items they have found. The archaeology field school is designed to give students the understanding and skills that are needed to work on other digs.

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Severson is learning as much about people as about dirt, she says with a laugh. But she is questioning what she previously thought about archaeology and the idea of reconstructing someone’s past based on what is left behind.

“How can something that people did have such a profound impact on what humans are like at a very basic level and a reminder that humans are very innovative. But it goes even deeper, he said. It is looking at what humans are like at a very basic level and a reminder that humans are very innovative.

“We are uncovering the past and seeing it through our own eyes,” he said. “You begin to think about things in a much different way.”

— Mardi Mileham

What brings them back?

Each fall, students and professors return to campus with renewed energy for the year ahead. What brings them back? We asked faculty what excites them about the new academic year.

Jill Timmons, professor of music since 1981

Returning to Linfield this fall is particularly exciting since we are now well established in our new music building. I have some excellent pianists beginning their studies at Linfield, several senior thesis and recital projects await, and we are resuming our Linfield Lively Arts series in the Delkin Recital Hall. It’s a stimulating and inspiring time to be at Linfield!

Chris Keaveney, associate professor of Japanese since 1997

What excites me each academic year is meeting old friends and welcoming new arrivals to Linfield. As a teacher, I find few things as exhilarating as the heady mix of nervousness and excitement that I feel every semester when I walk into my classes for the first time. I began teaching the year that I received my undergraduate degree and thus my years have been shaped by the academic calendar since I was five. It is difficult to imagine a better rhythm according to which to live one’s life.

Bob McCann, associate professor of education since 1994

Over each summer I am always thinking of new things to do in my courses, things I have learned from my summer reading, new activities to add, and I am excited to try those out. But especially, I get very excited about seeing the return of the students. I find it very stimulating. They come back with such energy; it really gives me a shot of adrenaline. And, of course, there is also the football.

Jana Taylor, professor of nursing since 1991

As I begin my 17th year teaching nursing at Linfield College, what sparks my passion is knowing that each student with whom I teach and learn will impact the lives of many others who need quality nursing care. This brings me deep gladness and a sense of fulfillment in my work. Making a lasting, positive difference in people’s lives is what brings me back each semester.

Kay Livesay, associate professor of psychology since 2003

What brings me back each year? The students. I look forward to teaching — it is my favorite part of my job. I like to do research, but teaching is my passion. I enjoy introducing cognitive psychology to a new group of students each year. I look forward to the challenge of making them as excited about cognitive psychology as I am.
Students investigate bat wings and caterpillars

Colliding stars, bat wings, caterpillars and trees. This is math? Something tells me we’ve come a long way from Algebra I.

The students sketching these figures on blackboards and computer screens had come from colleges across the nation. Led by Linfield math Professors Chuck Dunn and Jennifer Nordstrom, they participated in the National Science Foundation’s Research Experiences for Undergraduates (REU). Linfield was one of four schools in the Willamette Valley Consortium for Mathematics Research hosting the eight-week program.

The teams met biweekly at one of the campuses to discuss their projects, socialize and hear invited speakers. For example, Ben Gum of the AXA Rosenberg international investment-management firm spoke at Linfield about careers in finance for mathematicians.

The Linfield team’s research was in graph theory. More specifically, competitive graph coloring. Don’t think bar graphs and fever charts. Enter the caterpillars.

Basically, students used the structure of a caterpillar- (or star-, wing- or tree-) shaped graph, applying various rules, to determine winning game strategies.

Two players would theoretically take turns coloring the graph’s dots (vertices). “Alice,” who always goes first, wins if all vertices can be colored legally. “Bob” wins if one vertex or more has to be left uncolored. It gets increasingly complicated as the designs grow and the vocabulary shifts to theorems and proofs.

It pains a mathematician to be asked how this relates to the “real world.” It falls under the auspices of pure, not applied, mathematics. But loosely, it has some applications in computer science, Dunn says.

The proliferation of undergraduate research is relatively new, Nordstrom says. “Twenty years ago, it was very elite; only a handful of students were involved. Now, it’s becoming part of the expected package of applying to grad schools.”

“It’s significantly different from the classroom, where there are known results.” Dunn says. “Here they’re working without a net. All of these are original projects.”

Victor Larsen had taken a graph theory course last spring at Middlebury College, “so it was really nice to jump into something familiar but more in-depth.” He plans to attend graduate school and become a math professor. As a math tutor, Larsen knew he liked to talk and teach; his Linfield experience confirmed that he also enjoys research.

Nordstrom says REU benefits Linfield, as well as the students. “Our students shared their research with Linfield summer research students and faculty in other disciplines. This helps create a community of scholars here at Linfield and helps expose Linfield students to research in other disciplines regionally, we worked with Portland/Salem area faculty as part of the consortium. Additionally, it helps build Linfield’s reputation among area colleges and universities.”

The students also present their work at national mathematics conferences, providing wider exposure for Linfield’s strong undergraduate research program and helping to build national name recognition, Nordstrom added.

Next summer, Linfield will host another research team, which will include a high school teacher in addition to four college students.

Beth Rogers Thompson

Editor’s Note: Linfield was one of four schools in the Willamette Valley Consortium for Mathematics Research hosting the eight-week program, in the second of a three-year NSF grant. The others were Willamette University, Lewis & Clark College and the University of Portland. Each hosted a team focusing on a project related to faculty research interests in number, graph and game theory; probability and statistics; geometry; computer science; or applied analysis. The Linfield team comprised Victor Larsen of Middlebury College in Vermont; Mallory Schaffert, University of North Carolina-Asheville; Will Sehorn, Whitworth University in Washington; and Lynnette Snyder, Simpson College in Iowa. Linfield student Krista Foltz ’10 joined the Willamette University team to broaden her mathematical horizons and further explore an area of graph theory and probability.
A powered-up teacher

Brian Winkenweder critiques the most current work of Zach Mitlas ’09. One of Winkenweder’s favorite parts of teaching is working directly with students in their studios. He offers advice, positive feedback and constructive criticism, prompting several students to call him a mentor and source of inspiration.

Winkenweder keeps his classes flexible. He doesn’t lecture in a style where “you turn the professor on for 30 minutes and then turn him off, just like a fountain of knowledge.”

Students are free to ask questions and often seek him out outside the classroom for advice or input. One of the best parts of teaching is working directly with art majors in their studios. Because Winkenweder’s expertise is postmodern art, he has a clear understanding of what has occurred in the last 60 years.

“Part of my job here is to be someone who wants to talk about art and who is informed about art, so students routinely invite me into their studios for critiques,” he said. “It is the single most enjoyable part of my job, and I remain flattered that they want to hear what I have to say.”

Zach Mitlas ’09 calls Winkenweder a mentor and the most dedicated professor he has ever met.

“Brian encourages me regularly as a painter to fully develop my ideas and skills,” he said. “He works to give students the necessary resources and more in order to help them succeed. During critique, Brian approaches students in a professional fashion, treating each scholar as an equal. He is a highly developed intellectual always trying to energize students to learn and thrive at Linfield and beyond.”

Winkenweder’s specialized research synthesizes art theory and its underlying philosophies with aspects of the social sciences and communication. He focuses on the influence of two internationally known academics, Ludwig Wittgenstein, one of the 20th century’s most important philosophers, and artist Robert Morris, who responded to Wittgenstein’s philosophy and incorporated it into his work by re-interpreting the rules of modern art.

Winkenweder views his academic writing, what he calls theoretically informed art criticism or philosophical poetics, as a kind of stylized art, because he exercises a great degree of creativity. “I find that it stimulates the same part of my mind that is stimulated when I am making art.”

“It is this tremendously energetic moment of discovery and I use that moment with words,” he added. “I really think of how I write as a kind of poetics. I am very sensitive to word choice and also to structure: There’s a real craft in how I put my work together.”

Teaching allows him to share with students not just his research, but more importantly, how to gather that kind of knowledge.

“It’s about helping students learn how to think for themselves,” he said. “I am helping them figure out what is interesting to me, my own experiences, my own interests and how I learn more about those topics. When I see the concepts that we have articulated in class informing students’ art and showing up in their conversations, that is tremendously gratifying.”

Ron Mills, department chair, said Winkenweder is a marvelous addition to Linfield’s liberal arts environment in which thoughtful intellectual integration is critical.

“He is a devoted humanist and writer and a compassionate and articulate colleague who offers a thoughtful voice to all faculty discussions and freely gives his expertise to students,” he said. “As an occasional performance artist, his capacity to mentor young artists represents a boon for all of us in the artistic and academic community.”

Winkenweder believes he has found the perfect fit at Linfield. “It’s not only the values of the institution, but also the size, the intimacy, and the sense of community that exists among faculty, staff, administration and students. I believe I am lucky to be where I am.”

By providing for some release time from teaching, the Kelley Award will give Winkenweder the time to start a new research agenda during the academic year, which will include writing a visual culture textbook designed to introduce college students to this burgeoning and exciting new interdisciplinary field of study.

~ Mardi Mileham
Rebel with a cause
Day found second chance at Linfield

TJ. Day ’71 followed an unorthodox path to Linfield College, and has been inextricably linked to the college since.

Day has been a staunch – but quiet – figure, advancing and promoting Linfield College for more than 30 years. He’s worked behind the scenes, encouraging gifts from his family’s charitable foundations and donating his own funds to a variety of Linfield projects. His most recent commitment, $3 million to help renovate Northrup Hall, is the largest gift by a living individual in the college’s history. Day was also instrumental in securing funding for the development of the Keck Campus on the former Hewlett-Packard property. Elected to the Board of Trustees in 1972, he is one of its longest-serving members. Currently Day serves as the board’s vice chair and he also chairs the college’s campaign committee. He encourages students who will benefit from the Linfield experience to enroll in what he believes is one of the best liberal arts colleges in the United States.

As a teenager, after just two months at a New England college, Theodore J. “T.J.” Day was miserable. His mother insisted he stay, so Day simply closed his books, and by the end of the semester he was back home in California. He applied to 10 or 12 major West Coast universities and he was not admitted by any because of his Eastern college grades. But Tom Meicho ’51, then dean of admission at Linfield, reviewed his record and saw potential. He told Day if he took two summer classes at Linfield and did well in them, he could enroll. Day aced both courses – statistics and astronomy. His yellow 1970 Plymouth Hemi Superbird, which became a legend on campus, was known for making it to Portland in record time. His roommate trained a monkey to retrieve food that other students stored in rain gutters to keep cool. And then there was that time T.J. melted the speed bump the college had installed.

Day is quick to credit his Linfield education with preparing him for graduate school and beyond. The faculty in business and economics, including Hansen, Levi Carlile and Harold Elkinton, along with Meicho, all figure prominently in his personal success.

“I find him publicly introverted and privately an extrovert,” said Dave Hansen, vice president of student services, and the personal attention from professors was instrumental in shaping his future.

His role we take seriously here with all of our students,” Hansen said. “That’s a role we take seriously here with all of our students.”

Day took Hansen’s advice, completing an M.B.A. and a master’s in applied earth sciences at Stanford University. There, he found that the solid education he had received from the business and economics faculty at Linfield helped him succeed.

“I was ahead of the curve in economics and accounting, so I could focus on classes that I really needed to work on,” he said.

After graduating from Linfield and Stanford, Day worked for Canadian Superior Oil, Ltd, in Calgary, Alberta, Canada. In 1978, he moved to Reno, Nev., as a senior partner of Hale Day Gallagher Company which specialized in the brokerage and development of commercial and industrial real estate. He is currently chairman of Dacole Co., a private investment company.

Day and his wife, Debbie, a Portland native, are avid horse lovers and like nothing better than spending time on their Nevada ranch. He serves as a member of the board of directors for numerous companies and organizations including Sierra Pacific Resources, Reno Air Race Association, Nevada State Athletic Commission, Boy Scouts of America, National Cowboy and Western Heritage Museum, Sierra Nevada College, Robert Louis Stevenson School, the W.M. Keck Foundation and the Willametta K. Day Foundation. He’s been honored for service by Junior Achievement, the University of Nevada Reno and its medical school, and he and Debbie were recently named Republicans of the Year by the Nevada Republican Party.

Linfield President Thomas L. Hellie said Day is a respected advisor and strategist, whose ability to think creatively is crucial in moving Linfield forward.

‘T.J.’s experience with the institution and his insight into business and higher education have helped shape Linfield’s future,” Hellie said. “He is one of the college’s greatest supporters. And he is a loyal friend.”

Day considers his latest gift payment to Linfield for putting him on the right track and he hopes it will inspire others to give – at whatever level they can.

“I’ve been lucky to be able to make this donation,” he said. “I hope it sets a pace and a benchmark and that others with ties to Linfield will realize they need to help, too.”

~ Mardi Mileham

Hansen, reluctant to take any credit for Day’s success, does recall pushing him.

“My role was to get him to recognize that he had potential and that he had some obligation to use that potential, which he has clearly done,” Hansen said. “That’s a role we take seriously here with all of our students.”

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~ Mardi Mileham

T.J. Day ’71 in front of the Grand Union Hotel in Fort Benton, Mont., during an annual week-long motorcycle trip with a group of Reno, Nev., businessmen (aka “Rolex Riders”). Day, more comfortable in jeans and boots than a business suit, said Linfield’s small community and the personal attention from professors was instrumental in shaping his future.
Former Wildcat finds outlet for Wildcat fever

A former Linfield College athlete has found an outlet for his Wildcat fever.

Ryan Carlson ’98 of Lafayette created catdome-alumni.com, a website celebrating Linfield football, in 2006. The site contains dozens of video clips, game highlights, lights, player and coaching blogs, and more.

Carlson created the site to provide a way for Wildcat fans to return to the “Catdome,” a long-held nickname for the Maxwell Field facility, and connect with the Wildcat teams.

“No matter where you are, you can always get your fix of Linfield football,” said Carlson, a former business major and defensive end for the Wildcats. “I’m a huge fan of Linfield football,” said Carlson, a former business major and defensive end for the Wildcats. “I’m a huge

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The site has developed a dedicated following – it averages 2,250 unique hits each month and is a useful supplement to the Linfield athletics website, according to Kelly Bird, director of sports information.

Carlson, who works for Synopsys Inc. in Hillsboro, was an honorable mention NAIA All-American in 1997 and still holds the Linfield single-season record for sacks with 18. He spends his off-hours reviewing historical tapes, traveling with the team (he hasn’t

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Fall, homecoming and...

Fall is my favorite time of year. The campus is like a vivid painting as the trees turn spectacular shades of red, orange and gold. For me, fall, not January, is the beginning of the year. I love watching the new students arrive full of anticipation and energy. Though nervous, they are eager to begin this new phase in their lives. I am reenergized and share their excitement about what the coming year will bring.

Homecoming is a highlight of the fall season and is a time of renewal. I love the reunions – whether it is alumni greeting former professors or two roommates reuniting. There is something magical in the air as those who have recently graduated and those well beyond commencement revisit and remember their college years. It’s good for alumni to return to their alma mater, to reminisce and to also see how we’ve grown and changed. It is also good for those of us who work at Linfield to hear a perspective and a sense of history from those who have had a long affiliation with the college.

Whether your Linfield is memories of the brick buildings surrounded by fall leaves, a sense of community, the place where you discovered your passion, a winning football tradition, friendships that have stood the test of time or the place where you became the adult you are today, “It’s Your Linfield.” We are waiting to welcome you home.

— Debbie (Hansen) Harmon ’90
Director of Alumni Relations

Calendar of events

**PLU pre-game BBQ**
Nov. 15, 11:30 a.m. – 1 p.m.
Join us for a pre-game cookout prior to the football game with our Northwest Conference rivals – the PLU Lutes. Stop by for food, drink and the chance to interact with some fellow Wildcat fans.

**Wicked**
April 5, 6:30 p.m.
Wicked is the Broadway musical based on the best-selling book by Gregory Maguire. Come see the “true” story of the witches of Oz. For more information, call the Alumni Office at 503-883-2607 or alumni@linfield.edu.

**Basketball reunion**
Jan. 31
Join members of the men’s and women’s basketball teams for reunion activities. Details will be posted on the alumni website in the coming weeks.

Travel the globe

**Best of Eastern Canada**
June 23–July 1, 2009
From the European-style, old world elegance of Quebec City to the thundering magnificence of Niagara Falls, you’ll love every moment of this nine-day tour of eastern Canada. Enjoy two-night stays in Montreal, Quebec City, Ottawa and Toronto and city tours of each dynamic city. Visit Quebec’s shrine of St. Anne de Beaupre and view dramatic Montmorency Falls. Have breakfast at a local sugar shack and learn how maple syrup is harvested from the trees. Travel from Ottawa to Toronto by train on VIA Rail.

**Explore Greece and its islands**
Sept. 13–27, 2009
Discover the magnificent ruins of ancient Greece in their tranquil Mediterranean settings, from Athens to Santorini. This well-paced, 15-day journey balances expeditions to Greece’s most important Classical Age monuments with ample time to wander the winding streets, vineyards, boutiques, marketplaces and the beaches on Mykonos and Santorini.

Linfield on the web

No matter how far you are from campus, Linfield is as close as your nearest computer. Find us on sites such as YouTube, Flicker, Facebook and LinkedIn.

- www.youtube.com Search “Linfield College” to view videos of events on campus.
- www.flickr.com Search “Linfield College” to see Linfield photos.
- www.linkedin.com/groups?gid=46381 Join the Linfield alumni network.
- www.facebook.com
  - Join the Linfield College alumni group. Search “Linfield College Alumni,” and click Join Group!
  - Ask the Linfield Wildcat to be your friend. Search “Linfield Wildcat,” and click Add as Friend!
  - Become a fan of Linfield College. Search “Linfield College,” and click Become a Fan!

www.youtube.com  Search “Linfield College” to view videos of events on campus.
www.facebook.com  www.flickr.com  Search “Linfield College” to see Linfield photos.
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Linfield on the web

No matter how far you are from campus, Linfield is as close as your nearest computer. Find us on sites such as YouTube, Flicker, Facebook and LinkedIn.

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- www.facebook.com
  - Join the Linfield College alumni group. Search “Linfield College Alumni,” and click Join Group!
  - Ask the Linfield Wildcat to be your friend. Search “Linfield Wildcat,” and click Add as Friend!
  - Become a fan of Linfield College. Search “Linfield College,” and click Become a Fan!

http://www.support.linfield.edu/alumni_travel

Last lecture

A retiring faculty member will share a special message during a final lecture to the Linfield community.

Bonnie Long, visiting instructor in business
Dec. 7, 7 p.m., 101 Taylor Hall
Forget silence. They giggled. They squealed. They played. And then they wrote.

A dozen elementary students learned the secret to combating writer’s block, and other writing skills, at the Linfield College Author Camp in June. Children wrote and illustrated books during the four-day workshop, meant to spark creativity and inspire young writers.

This wasn’t a typical writing class where students sit quietly and compose. Instead, bins of Legos, marbles and popsicle sticks spurred imaginations, while nearby stations of brightly colored paper, pencils, glue sticks and art supplies stood ready to become books. Around the room, books and more books provided inspiration for budding authors.

A playful environment sparks imaginations, according to Mindy Legard Larson ’95, assistant professor of education, who developed the pilot program for elementary students.

“I wanted to create an environment that lets children play around with writing tools and provides opportunities for them to talk and share ideas so that they will say, ‘I’m a writer,’” Larson said.

The class focused on writing how-to books and poetry, starting each day with read-alouds and discussion. Throughout the morning, Larson strolled from writer to writer, taking pictures, posing questions and focusing excitement.

“Do you like to talk about your story before you write?” she asked.

“Can you visualize your Lego adventure?”

“Are you ready to write a poem?”

Seven-year-old Zac Mason built a jet out of Popsicle sticks, then chronicled the construction in a “how-to” book complete with photographs and instructions, “How to Make a Jet.”

Popsicle sticks came in handy, as well as tape, tin cans and string, for Emmy Martin’s book, “How to Build a Popsicle Stick Boat.”

Kelsie Boschma, 7, worked with a group to write “Racing Marbles.” They built a marble maze and timed how fast various colored marbles went through the course. “We are going to test them individually,” said Kelsie, whose favorite part of the week was illustrating. She drew a fire and s’more stick for her book, “How to Make a S’more.”

“Everyone can be successful as a writer,” said Larson, a former McMinnville elementary school teacher. “You can write any word you can say. It may not be spelled conventionally, but you can get your idea on paper.”

Larson joined the Linfield faculty in 2006 and has organized and volunteered in a number of reading and writing projects in the local community.

Community partnerships such as this are important and a hallmark of Linfield, according to Nancy Drickey, chair of the Education Department.

“It is vitally important for our faculty to engage in meaningful partnerships with the educational community – students, teachers, administrators and parents,” Drickey said. “Mindy’s author’s camp is an excellent example of a program linking Linfield with local elementary students.”

— Laura Davis
1950-59
Richard Clark ’52 of Blaine, Wash., has published his autobiography, Riding the Cannon at Sea.

Dennis Crawford ’55 of Port Townsend, Wash., attended his 30th class reunion at Caltech Rochester Creston Dinner, School in Rochester, N.Y., in April.

1960-69
Douglas and Karen (Allen) Nelson, both ’63, plan to relocate to the Pacific Northwest following Douglas’s retirement as professor of political science at Anderson University in Anderson, Ind.

Terri Paquette ’68 of Bend is a kindergarten teacher at the Waldorf School.

1970-79
Lori Craig ’71 of Blaine, Wash., has published his book of dragon stories for all ages.

Wendy (Hartman) Ludwig ’72 of Corte Madera, Calif., is a director of corporate tax at Alexander & Baldwin.

Dennis Crawford ’55 of Blaine, Wash., is a full-time writer. She and her husband, John, had a daughter, Elizabeth Hatfield-Amerson.

Erik, had a son, August Finley, July 16.

Klamath Falls were married July 5.

Meredith Blake of McMinnville is a project manager at the events department.

Mary J. Pomeroy Award for Excellence.

May 23. She works in the Nike Portland events department.

Laura Graham ’07 of Pullman, Wash., were married Aug. 2.

Beaverton is a drummer in two local bands, Kevin Kolli and Emilia (Koral) Lockhart, June 22.


Bill Everts ’79 of Tualatin, Ore., married Judy (Mathews) Wilcox, July 16.


Summer Thomas ’11 of Honolulu, Calif., Aug. 11.

GSH
Leslie (Laxton) Springman GSH ’71 of Sandy, June 19.

Friends and family

Alison (Baker) Phinney ’74 and granddaughter Samantha Moorhead ’06 of Bend.

Steve Tillery ’83 is an elementary school principal in the Canby School District. Elizabeth Hatfield-Keller ’84 of Portland is an assistant professor in the Department of Emergency Services at Oregon Health and Science University and an associate director of Multnomah County EMS.

Nancy Hornschock ’85 of Beaverton is a program manager and business analyst with CenturyLink.

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Alumni Award recipients

Each year, the Linfield Alumni Association honors dedicated individuals for their hard work, innovation and generosity of spirit. For complete profiles of this year’s winners go to www.linfield.edu/alumni_awards.

Matt Vance ’99 firmly believes in the value of internships. Vance is a partner in the Lake Oswego investment banking and wealth advisory firm where he began working 11 years ago as an intern.

Veritas Private Advisors offers two internships annually, one to a college junior and one to a senior, usually Linfield students.

Four Linfield internals besides Vance have become Veritas employees, including Corinn (Rone) Parks ’03, who now coordinates its internship program. The others are Stephanie (Mathie) Bergh ’04, Arianne Freuler ’08 and Rachael Kahn ’09, who will serve as an intern her senior year and start full-time in fall 2009. They are the firm’s 20 employees will be Linfield alumni.

Vance believes that journalism will always be a vital tool in society. “It is truly amazing how communications has evolved,” he said.

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Rick Pullen '67
Distinguished Alumnus
Pullen, dean of the College of Communications at California State University, Fullerton, got his start in journalism with the help of his high school advisor, the late Don Wolker ’52, and his Linfield advisor, Charlotte Filer ’54. Pullen believes that journalism will always be a vital tool in society. “It is truly amazing how communications has evolved,” he said.

Rob Owens ’94
Outstanding Young Alumnus
Owens, vice president and senior research analyst at Pacific Crest Securities, has been named the Linfield College Outstanding Young Alumnus for his distinguishing work in the finance industry and his mentoring of alumni in the field.

Lee Vasquez
Walker Service Award
Vasquez, former Yamhill County sheriff, has been an avid leader in the McMinnville community, and has served on the Partners in Progress steering committee at Linfield. He received the Walker Service Award for his community-focused fundraising efforts.

Veritas helps business owners and families manage their financial assets. Vance, one of its four partners, is a Certified Public Accountant, a Certified Financial Planner™ and a Certified Merger and Acquisition Advisor.

He belongs to half his time on investment banking and half on wealth advising, offering related services through KMS Financial Services Inc.

Interns work during tax season, February through April, when the load is heaviest. These are definitely not coffee-fetching and photocopying internships.

It is 50 percent work for our tax consulting and compliance practice,” Vance says. “They do almost anything a first-year staff member would do.”

Vance understands the demands of balancing this work with classes. He was a tax intern at Veritas and also had an investment advisory internship with another firm during his junior and senior years at Linfield. He joined Veritas full-time after receiving a degree in accounting.

Michael Jones, the Harold Elkinton Professor of Accounting, taught Vance and takes some credit for luring him into accounting. He says Vance had a natural ability and from the beginning asked “Why?” questions because he’d figured out the “how.”

“He went through there (Veritas) like a rocket, straight to the top,” Jones says. “He could teach me a few things now. He’s so intelligent.”

Jones helps Veritas, as well as other firms, recruit interns.

Veritas recruits at other local universities, Vance says. “However, we find that the mix of skills and the quality of talent we see from Linfield is much higher. We like the well-rounded nature of the students, including their writing and communication abilities as well as their ability to interact confidently with clients and accept a great deal of responsibility early in their careers.”

By the time they join Veritas, recruits have had almost six months of experience with the firm, Vance says. “It’s a benefit for them and for us. We (the partners) need face time with them, and they really know what they’re getting into here. It tends to work out well.”

Vance says internships help students in specific majors such as accounting and finance, to build networks while honing skills. “For marketing and management, which are a bit more wide open, internships help differentiate one from the crowd as well as providing real-world experience,” he says.

Vance serves on the Business Advisory Council, which advises the department faculty and seeks to increase internships for Linfield business students as well as philanthropic support for the program.

For relaxation, he escapes to his family’s Idaho ranch, where he enjoys hunting and fishing. He and his wife, Kate (Lamont) ’99, have a 3-year-old daughter, Lauren, and a 1-year-old son, Owen.

— Beth Rogers Thompson